

**Assessment Recommendations for**

# **Eureka Math *A Story of Units***

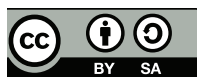
## **First Grade – Module 1**

### **2015-2016**

Table of Contents

Module Assessment Overview	page 2
Grade 1 Standards Checklist	page 3
Module 1 Mid-Module Assessment Task...	
Score Sheet	pages 4-5
Rubric	pages 6-7
Key	pages 8-10
Module 1 End-of-Module Assessment Task...	
Score Sheet	pages 11-12
Rubric	pages 13-14
Key	pages 15-16

Materials based on Eureka Math Version 3.



## Module Assessment Overview

### Purpose of Assessments

**Mid-Module Assessment:** These tasks address approximately the **first half** of the module's learning objectives, and provide important information for instruction and for grading.

**End-of-Module Assessment:** These tasks are based on all standards addressed in order to gauge students' full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

### Administration of Assessments

- Mid- and End-of-Module Assessments are designed to be completed in approximately one class period. However, The tests can be given over multiple days as needed.
- Assessments are designed to be completed independently by students, without assistance.
- Items can be read to students as needed. (Read the items as written; do not reword.)
- These tasks should not be preceded by review of similar problems.

### Grading Guidance

The grading scale on Elementary Report Cards has been changed for 2015-2016 and beyond. Please note that **4 now indicates advanced understanding of grade level standards expected at this time of year.**

**4 – Advanced:** Student demonstrates advanced understanding of grade level standards expected at this time of year.

**3 – Proficient:** Student demonstrates proficiency with grade level standards expected at this time of year.

**2 – Basic:** Student demonstrates basic understanding of grade level standards expected at this time of year. Student needs additional support and practice.

**1 – Below Basic:** Student demonstrates minimal understanding of grade level standards expected at this time of year. Student needs significant support and practice.

**Rubrics and Checklists have been updated to reflect this change. Rubrics have been further modified from Eureka Math originals for clarity, accuracy, and alignment to Bethel's grade scale.**

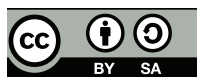
#### General Grading Guidance:

- On the report card, student learning is reported by CCSS domain. The First Grade CCSS domains are: Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry.
- Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

#### Module 1 Grading Guidance:

- *Standards 1.OA.5, 1.OA.7, and 1.OA.8 are only assessed in First Grade Module 1.* The remaining standards in this module will be assessed again in later modules. (See checklist on page 3.)

### Updates



## Grade 1 Common Core State Standards Checklist by Module

This grade-level chart provides an at-a-glance view of when each standard is addressed. Shaded boxes indicate standards assessed in Module 1. Some standards will be assessed again in later modules. *Note that standards included in major clusters are followed by an asterisk (\*)*. Please refer to the Curriculum Overview of A Story of Units for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

CCSS		GRADE 1 MODULES					
		1	2	3	4	5	6
1.OA	1*	X	X	X	X		
	2*		X				
	3*	X	X				
	4*	X	X				
	5*	X					
	6*	X	X				
	7*	X					
	8*	X					
1.NBT	1*				X		X
	2a*		X		X		X
	2b*		X				
	2c*				X		X
	3*				X		X
	4*				X		X
	5*				X		X
	6*				X		X
1.MD	1*			X			
	2*			X			
	3					X	X
	4			X			
1.G	1					X	
	2					X	
	3					X	

## First Grade Module 1: Mid-Module Assessment Task Score Sheet

### A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”. These steps are meant to help teachers and students identify and celebrate what the student **CAN** do now, and what they need to work on next.

Score Key: A Progression of Learning			
Little or no evidence of reasoning with an incorrect answer.	Evidence of some reasoning with an incorrect answer.	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.	Evidence of solid reasoning with a correct answer.
(1 Point)	(2 Points)	(3 Points)	(4 Points)

Module 1: Mid-Module Assessment							
Question	Domain	Standards					
	Operations and Algebraic Thinking	1.OA.1	1.OA.3	1.OA.5	1.OA.6	1.OA.7	1.OA.8
1	1 2 3 4	X		X			X
2	1 2 3 4				X		
3	1 2 3 4		X		X		
4	1 2 3 4	X	X	X	X	X	X

Note: For more information about standards assessed in this module, see back of this score sheet.

Domain Score	Operations and Algebraic Thinking	
Total Points		
Level	4	14-16 points
	3	10-13 points
	2	6-9 points
	1	4-5 points

Note: The lowest rubric score is 1. Therefore, any student scoring at level 1 for each assessment item will still be assigned 4 points. This translates to a score of 1 in the grade book.

**First Grade Module 1: Mid-Module Assessment Task Score Sheet (continued)**
**First Grade Module 1: Mid-Module Assessment Task (Topics A–F)**  
**Clusters and Standards Addressed**
**Represent and solve problems involving addition and subtraction.**

- 1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 1.)

**Understand and apply properties of operations and the relationship between addition and subtraction.**

- 1.OA.3** Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) *Examples: If  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known. (Commutative property of addition.) To add  $2 + 6 + 4$ , the second two numbers can be added to make a ten, so  $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.)*

**Add and subtract within 20.**

- 1.OA.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- 1.OA.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).

**Work with addition and subtraction equations.**

- 1.OA.7** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false?  $6 = 6$ ,  $7 = 8 - 1$ ,  $5 + 2 = 2 + 5$ ,  $4 + 1 = 5 + 2$ .*
- 1.OA.8** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations  $8 + ? = 11$ ,  $5 = \square - 3$ ,  $6 + 6 = \square$ .*

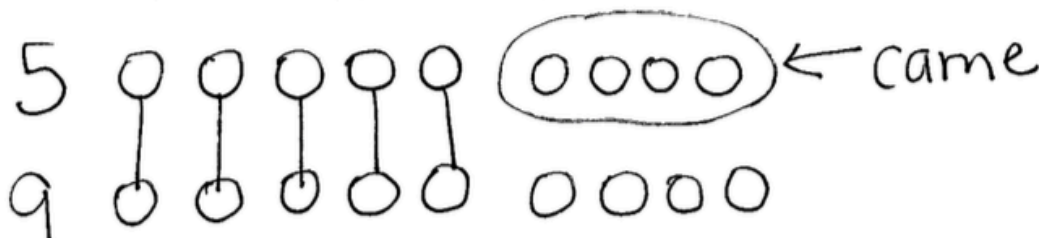
# First Grade Module 1: Mid-Module Assessment Task Rubric

First Grade Module 1 Mid-Module Assessment: A Progression of Learning				
Assessment Task Item	STEP 1 Little or no evidence of reasoning with an incorrect answer.  (1 Points)	STEP 2 Evidence of some reasoning with an incorrect answer.  (2 Point)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	STEP 4 Evidence of solid reasoning with a correct answer.  (4 Points)
<b>1</b>  <b>1.OA.1</b> <b>1.OA.5</b> <b>1.OA.8</b>	The student correctly answers <b>0-1</b> of the four parts.	The student correctly answers <b>2</b> of the four parts.	The student correctly answers <b>3</b> of the four parts.	The student correctly answers <b>4</b> of the four parts. (See below.)
	a. <b>(1)</b> Draws a picture to solve the <i>add to with change unknown</i> problem and <b>(2)</b> determines that 4 more boys came to the party. b. <b>(3)</b> Makes a number bond with 9, 5, and 4. c. <b>(4)</b> Writes an addition equation ( $9 = 5 + \underline{\quad}$ , $5 + \underline{\quad} = 9$ , etc.).			
<b>2</b>  <b>1.OA.6</b>	The student correctly answers <b>0-1</b> of the five parts.	The student correctly answers any <b>2-3</b> of the five parts.  Note: Allow 2-3 computation errors in Part (1) at Level 2.	The student correctly answers <b>Part (1)</b> and <b>3</b> of the remaining parts.  Note: Allow 1 computation error in Part (1) at level 3.	The student correctly answers <b>5</b> of the five parts. (See below.)
	<b>(1)</b> Answers all addition problems. a. <b>(2)</b> Colors all partners of 10 blue. b. <b>(3)</b> Colors all +1 facts yellow. c. <b>(4)</b> Colors all +2 facts red. d. <b>(5)</b> Makes an accommodation for $9 + 1$ as it fits two categories.			
<b>3</b>  <b>1.OA.3</b> <b>1.OA.6</b>	The student correctly answers <b>0</b> of the three parts.	The student correctly answers <b>1</b> of the three parts.	The student correctly answers <b>2</b> of the three parts.	The student correctly answers <b>3</b> of the three parts. (See below.)
	a. <b>(1-2)</b> Writes two unique addition equations that use 3, 6, and 9 ( $9 = 6 + 3$ , or $3 + 6 = 9$ , or $9 = 3 + 6$ , etc.). b. <b>(3)</b> Demonstrates with pictures, numbers, and words how the number sentences are the same, somehow citing the commutative property in her own words.			
<b>4</b>  <b>1.OA.1</b> <b>1.OA.3</b> <b>1.OA.5</b> <b>1.OA.6</b> <b>1.OA.7</b> <b>1.OA.8</b>	The student correctly answers <b>0-1</b> of the four parts.	The student incorrectly answers Part d (4), but correctly answers any 2-3 of the remaining parts.	The student correctly answers <b>Part d (4)</b> and <b>2</b> of the remaining parts.	The student correctly answers <b>4</b> of the four parts. (See below.)
	a. <b>(1)</b> States/implies that Monica is correct and explains the scenario using equations, pictures, and/or words. b. <b>(2)</b> States/implies that Monica is correct and explains the scenario using equations, pictures, and/or words. c. <b>(3)</b> States/implies that Monica is correct and explains the scenario using equations, pictures, and/or words. d. <b>(4)</b> Solves the <i>take apart with addend unknown</i> problem correctly and determines that 3 carrots were in her lunch box.			

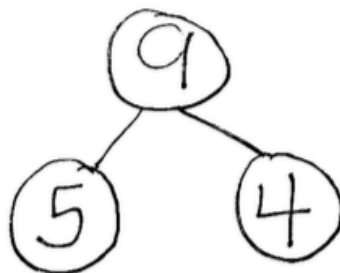
# First Grade Module 1: Mid-Module Assessment Task Key

Name Maria Date \_\_\_\_\_

1. There were 5 boys at Jake's party. Some more came after basketball practice. Then, there were 9. How many boys came to Jake's party after basketball practice?
  - a. Draw a picture to help you solve the problem.



- b. Draw a complete number bond that goes with this story.



- c. Write an addition sentence to match this story.

$$\underline{5 + 4 = 9}$$

# First Grade Module 1: Mid-Module Assessment Task Key (continued)

2. Write the numbers that go in the blanks.

- Color all of the partners to 10 blue.
- Color all of the +1 facts yellow.
- Color all of the +2 facts red.

$$3 + 7 = 10$$

$$5 = 1 + 4$$

$$3 + 2 = 5$$

$$9 = 7 + 2$$

$$5 + 1 = 6$$

$$9 = 8 + 1$$

$$9 + 1 = 10$$

$$8 = 2 + 6$$

$$6 + 4 = 10$$

3. Look at the party picture!



- Write at least two different addition sentences using 3, 6, and 9 that describe the party picture.

$$3 + 6 = 9$$

$$6 + 3 = 9$$

- How are these number sentences the same? Explain using pictures and numbers.

$$\begin{array}{r} 3 + 6 = 9 \\ \text{ooo} \quad \text{ooooooo} \\ \text{6} + 3 = 9 \\ \text{ooooooo} \quad \text{ooo} \end{array}$$



## First Grade Module 1: Mid-Module Assessment Task Key (continued)

4. Monica says when the unknown is 4, it makes this number sentence true:

$5 + 3 = \underline{\quad} + 4$ . Terry says she is wrong. He says 8 makes the number sentence true.

- a. Who is correct? Explain your thinking using pictures, words, or numbers.

Monica

$$\begin{array}{c} \cdot \cdot \cdot \cdot \\ \cdot \cdot \cdot \cdot \\ \cdot \cdot \cdot \cdot \\ \cdot \cdot \cdot \cdot \end{array} = \begin{array}{c} \cdot \cdot \cdot \cdot \\ \cdot \cdot \cdot \cdot \\ \cdot \cdot \cdot \cdot \\ \cdot \cdot \cdot \cdot \end{array}$$

$$5 + 3 = 8 + 4$$

They are the same so she's rite.

- b. Monica says that 3 and 5 is equal to 5 and 3. Terry says she is wrong again.

Explain who is correct, using pictures, numbers, or words.

$$3 + 5 = 5 + 3$$

$$= 8$$

Monica

the same

- c. Next, Monica tells Terry  $8 = 8$ . Terry says she is wrong one more time. Explain who is correct, using pictures, numbers, or words.

$$8 = 8$$

Its true!

- d. Terry decided to share 8 carrot sticks with his friend Monica. Monica put 5 carrot sticks on her plate and some more in her lunch box. How many carrot sticks did Monica put in her lunch box?

$$5 + 3 = 8$$

3 carrot sticks

# First Grade Module 1: End-of-Module Assessment Task Score Sheet

## A Progression of Learning

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Score Key: A Progression of Learning			
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(1 Point)	(2 Points)	(3 Points)	(4 Points)

Module 1: End-of-Module Assessment								
Question	Domain	Standards						
	Operations and Algebraic Thinking	1.OA.1	1.OA.3	1.OA.4	1.OA.5	1.OA.6	1.OA.7	1.OA.8
1	1 2 3 4	X		X		X		X
2	1 2 3 4			X	X		X	X
3	1 2 3 4			X	X		X	X
4	1 2 3 4	X	X	X	X	X	X	X

Note: For more information about standards assessed in this module, see back of this score sheet.

Domain Score	Operations and Algebraic Thinking	
Total Points		
Level	4	14-16 points
	3	10-13 points
	2	6-9 points
	1	4-5 points

Note: The lowest rubric score is 1. Therefore, any student scoring at level 1 for each assessment item will still be assigned 4 points. This translates to a score of 1 in the grade book.

**First Grade Module 1: End-of-Module Assessment Task Score Sheet (continued)**
**First Grade Module 1: End-of-Module Assessment Task (Topics A–J)**  
**Clusters and Standards Addressed**
**Represent and solve problems involving addition and subtraction.**

- 1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 1.)

**Understand and apply properties of operations and the relationship between addition and subtraction.**

- 1.OA.3** Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) *Example: If  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known. (Commutative property of addition.) To add  $2 + 6 + 4$ , the second two numbers can be added to make a ten, so  $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.)*
- 1.OA.4** Understand subtraction as an unknown-addend problem. *For example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8.*

**Add and subtract within 20.**

- 1.OA.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- 1.OA.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).

**Work with addition and subtraction equations.**

- 1.OA.7** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false?  $6 = 6$ ,  $7 = 8 - 1$ ,  $5 + 2 = 2 + 5$ ,  $4 + 1 = 5 + 2$ .*
- 1.OA.8** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations  $8 + ? = 11$ ,  $5 = \square - 3$ ,  $6 + 6 = \square$ .*

# First Grade Module 1: End-of-Module Assessment Task Rubric

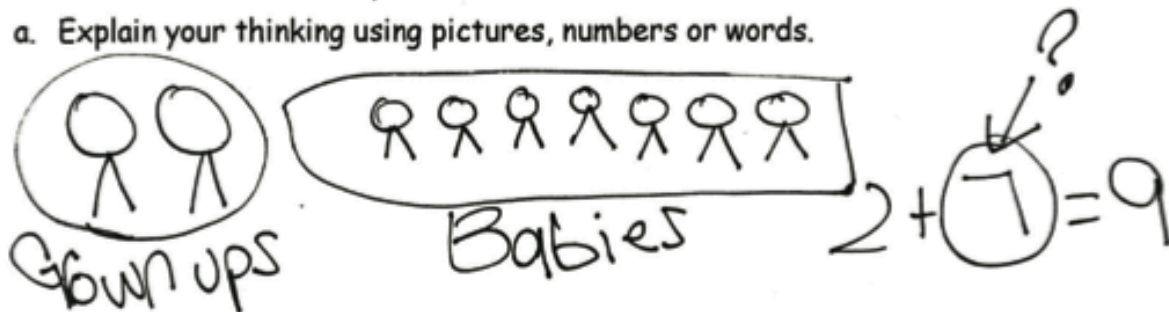
First Grade Module 1 End-of-Module Assessment: A Progression of Learning				
Assessment Task Item and Standards	STEP 1 Little or no evidence of reasoning with an incorrect answer.  (1 Point)	STEP 2 Evidence of some reasoning with an incorrect answer.  (2 Points)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	STEP 4 Evidence of solid reasoning with a correct answer.  (4 Points)
<b>1</b>  <b>1.OA.1</b> <b>1.OA.4</b> <b>1.OA.6</b> <b>1.OA.8</b>	The student correctly answers <b>0</b> of the three parts.	The student correctly answers <b>1</b> of the three parts.	The student correctly answers <b>2</b> of the three parts.	The student correctly answers <b>3</b> of the three parts. (See below.)
	a. <b>(1)</b> Solves the <i>addend unknown</i> relationship problem and determines that <b>7</b> ducks are babies. <b>(2)</b> Explains thinking by drawing a picture, writing numbers or equations, or words. b. <b>(3)</b> Writes an equation that corresponds with her solution process (addition or subtraction).			
<b>2</b>  <b>1.OA.4</b> <b>1.OA.5</b> <b>1.OA.7</b> <b>1.OA.8</b>	The student correctly answers <b>0</b> of the two parts.	The student answers <b>1</b> of the two parts.	The student identifies that Jennifer is correct and incorrect, but explanation(s) are weak.	The student correctly answers <b>2</b> of the two parts. (See below.)
	<b>(1)</b> Explains (using words, pictures, or numbers) that Jennifer is correct that addition can be used to solve a subtraction problem <b>(2)</b> Explains (using words, pictures, or numbers) that Jennifer is incorrect in adding 9 and 6 to solve $9 - 6$ .			
<b>3</b>  <b>1.OA.4</b> <b>1.OA.5</b> <b>1.OA.7</b> <b>1.OA.8</b>	The student correctly answers <b>0-1</b> of the four parts.	The student correctly answers <b>2</b> of the four parts.	The student correctly answers <b>3</b> of the four parts.	The student correctly answers <b>4</b> of the four parts. (See below.)
	<b>(1-2)</b> Writes two accurate addition equation using 8, 2, and 10. <b>(3)</b> Explains her thinking using pictures, numbers, or words, and <b>(4)</b> cites the connection between addition and subtraction in her explanation.			
<b>4</b>  <b>1.OA.1</b> <b>1.OA.3</b> <b>1.OA.4</b> <b>1.OA.5</b> <b>1.OA.6</b> <b>1.OA.7</b> <b>1.OA.8</b>	The student correctly answers <b>0-1</b> of the five parts.	The student correctly answers <b>2-3</b> of the five parts.	The student correctly answers <b>4</b> of the five parts.	The student correctly answers <b>5</b> of the five parts. (See below)
	a. <b>(1)</b> Solves the <i>add to with change unknown</i> problem and determines that 4 friends came to play, and <b>(2)</b> explains his thinking. b. <b>(3)</b> Writes addition equation and <b>(4)</b> subtraction equation which corresponds to the problem. c. <b>(5)</b> Applies the commutative property and knowledge of the equal sign to write three additional equations ( $10 = 6 + 4$ ; $4 + 6 = 10$ ; $10 - 4 = 6$ ; etc.).			

Assessment Recommendations for Eureka Math A Story of Units  
**First Grade Module 1: End-of-Module Assessment Task Key**

Name Maria Date \_\_\_\_\_

1. There are 9 ducks swimming along in a line. There are 2 grown-up ducks, and the rest are babies. How many of the ducks are babies?

a. Explain your thinking using pictures, numbers or words.



b. Write a number sentence that shows how you solved the problem.

$$\begin{array}{r} 2 + 7 = 9 \\ \hline 8 \end{array}$$

$$2 + \square = 9$$

2. Jennifer says you can use addition to solve subtraction.

She says to solve  $9 - 6 = \square$ , just add  $9 + 6$ .

Explain how Jennifer is right and wrong using words, pictures, and numbers.

$$\begin{array}{l} 6 + \underline{\quad} = 9 \\ 9 - 6 = 3 \end{array}$$

rite

$$9 + 6 \text{ is not } 3$$

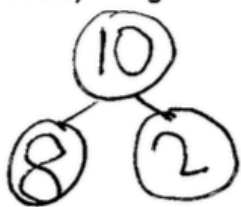
rong

$$\begin{array}{l} \text{ooooo} \\ 6 + \underline{\quad} = 9 \end{array}$$



## First Grade Module 1: End-of-Module Assessment Task Key (continued)

3. Jeremy is confused about this problem:  $\underline{\quad} = 10 - 8$ . Be his teacher. Write two addition number sentences that might help him understand and solve it. Explain to Jeremy using words, pictures, or numbers, too.

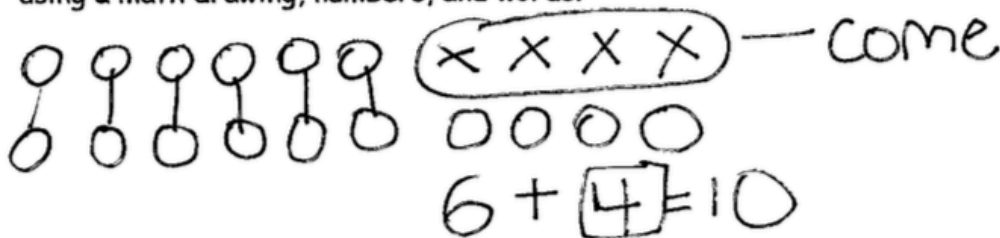


$10 - 8 = \underline{\quad}$  is the same.

$$8 + \boxed{2} = 10$$

$$\boxed{2} + 8 = 10$$

4. At the park, there are 6 friends playing baseball. Some more friends come. Now, there are 10 friends playing.
- a. How many friends come to play with the first 6 friends? Explain your thinking using a math drawing, numbers, and words.



- b. Write an addition sentence and a subtraction sentence to match the story.

$$\underline{6 + \boxed{4} = 10} \quad \underline{10 - 6 = \boxed{4}}$$

- c. Write the addition sentence you found when solving the problem, and use the same 3 numbers to write 3 more number sentences:

$$\underline{6 + 4 = 10} \quad \underline{10 = 6 + 4}$$

$$\underline{4 + 6 = 10} \quad \underline{10 = 4 + 6}$$